

Decode Multi-Syllable Words with Confidence

Vowel / Sound / Stick



carpenter

|car|pen|ter

division

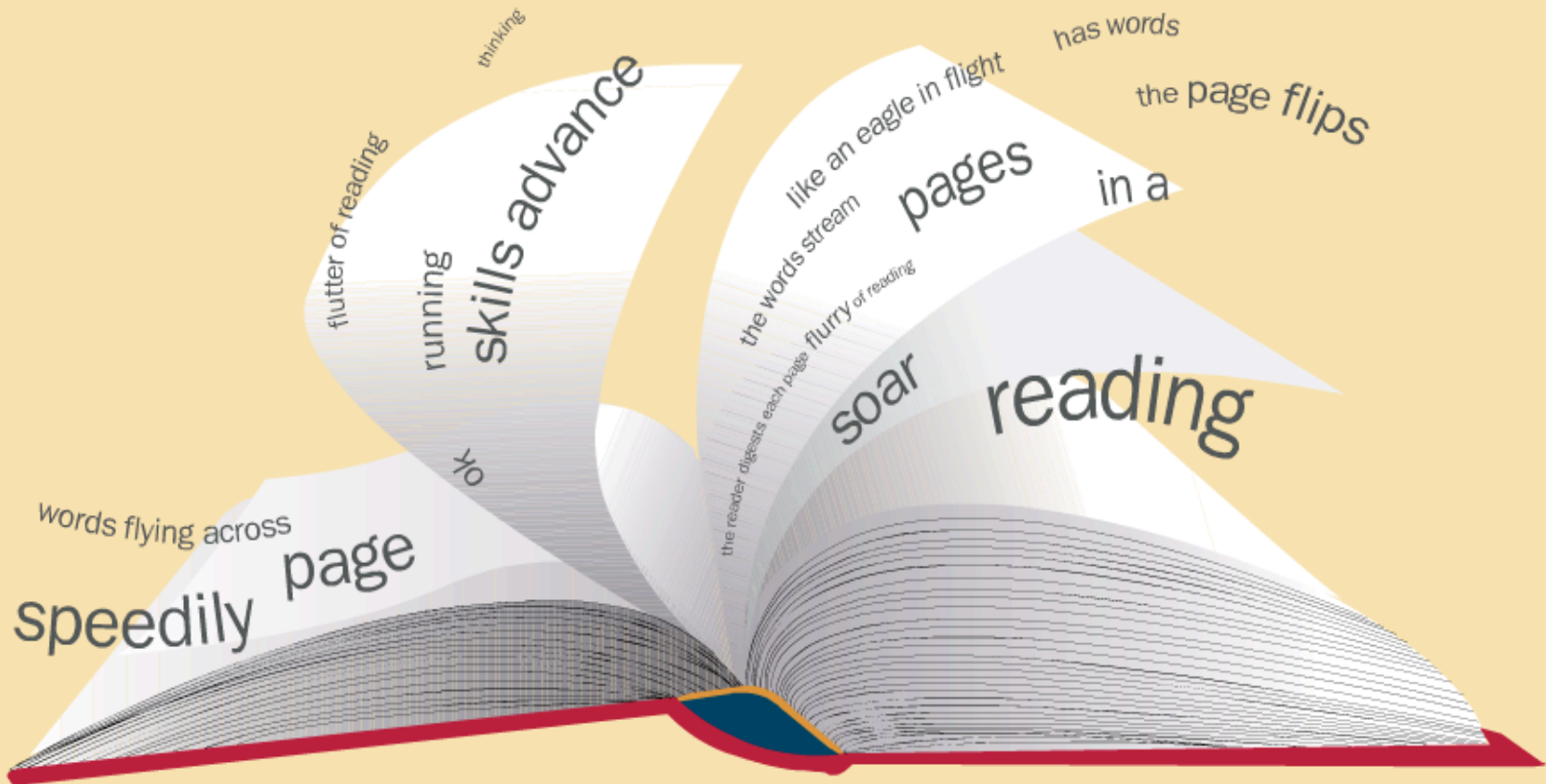
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Fluent Reading Trainer

Help

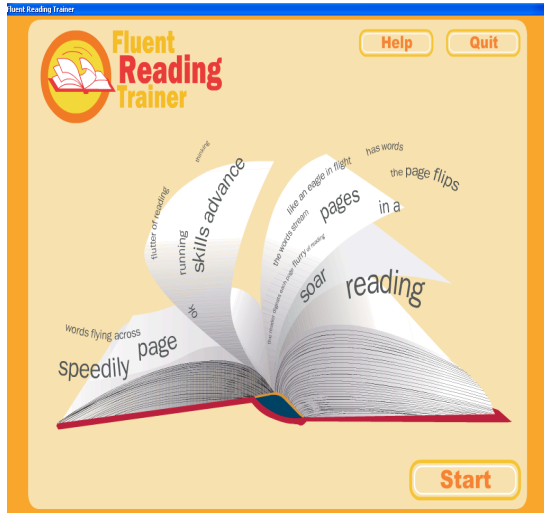
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Start

Do y o uha vetroub lere adin
gthes esim plew ords?

Fluent Reading Trainer



1

Systematically increases reading speed while ensuring proficient reading comprehension

2

Strengthens eye-tracking skills to improve reading speed from 50 to over 300 wpm

3

Allows most students to read a passage in 6 minutes or less and complete 3 stories in a class period

4

Contains 5 to 12 questions that address higher level thinking skills and target up to 19 different comprehension skills

5

Includes an expandable library of 500 content-rich stories between 0.5 and 12.0 grade levels

Ocular-Motor Difficulties

- Visual wandering (poor vertical tracking)
- Ocular mobility (eyes do not focus or team together)
- Multiple fixations (eye stops)
- Regressions (reverse eye movements)

Symptoms of Poor Visual Perception & Efficiency

- Letter reversals
- Headaches while reading
- Eye-strain
- Fatigue
- Printing backwards
- Skipping words and sentences
- Seeing double
- Letters or words moving on the page
- Head Tilting

Scope and Sequence

Comprehension Skills	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading for details	x	x	x	x	x	x	x	x	x	x	x	x	x
Recalling Info and details	x	x	x	x	x	x	x	x	x	x	x	x	x
Follow Sequence of Ideas		x	x	x	x	x	x	x	x	x	x	x	x
Main Idea			x	x	x	x	x	x	x	x	x	x	x
Making Inferences			x	x	x	x	x	x	x	x	x	x	x
Predicting Outcome	x	x	x	x	x	x	x	x	x	x	x	x	x
Drawing Conclusions		x	x	x	x	x	x	x	x	x	x	x	x
Visualizing	x	x	x	x	x	x	x	x	x	x	x	x	x
Comparing and Contrasting		x	x	x	x	x	x	x	x	x	x	x	x
Recognizing Cause and Effect			x	x	x	x	x	x	x	x	x	x	x
Detecting Author's Purpose						x	x	x	x	x	x	x	x
Recognizing Emotional Reactions	x	x	x	x	x	x	x	x	x	x	x	x	x
Other	x	x	x	x	x	x	x	x	x	x	x	x	x
Plot	x	x	x	x	x	x	x	x	x	x	x	x	x
Real/Fantasy		x	x	x	x	x	x	x	x	x	x	x	x
Setting	x	x	x	x	x	x	x	x	x	x	x	x	x
Characters	x	x	x	x	x	x	x	x	x	x	x	x	x
Fact and Opinion				x	x	x	x	x	x	x	x	x	x
Mood						x	x	x	x	x	x	x	x

Demo Student

Fluent Reading Trainer Demonstration

Reading Speed:

150

Level:

4

Word Match

Eye Tracking

Single Line

Multi-line

Grade Level Award

Training Complete Certificate

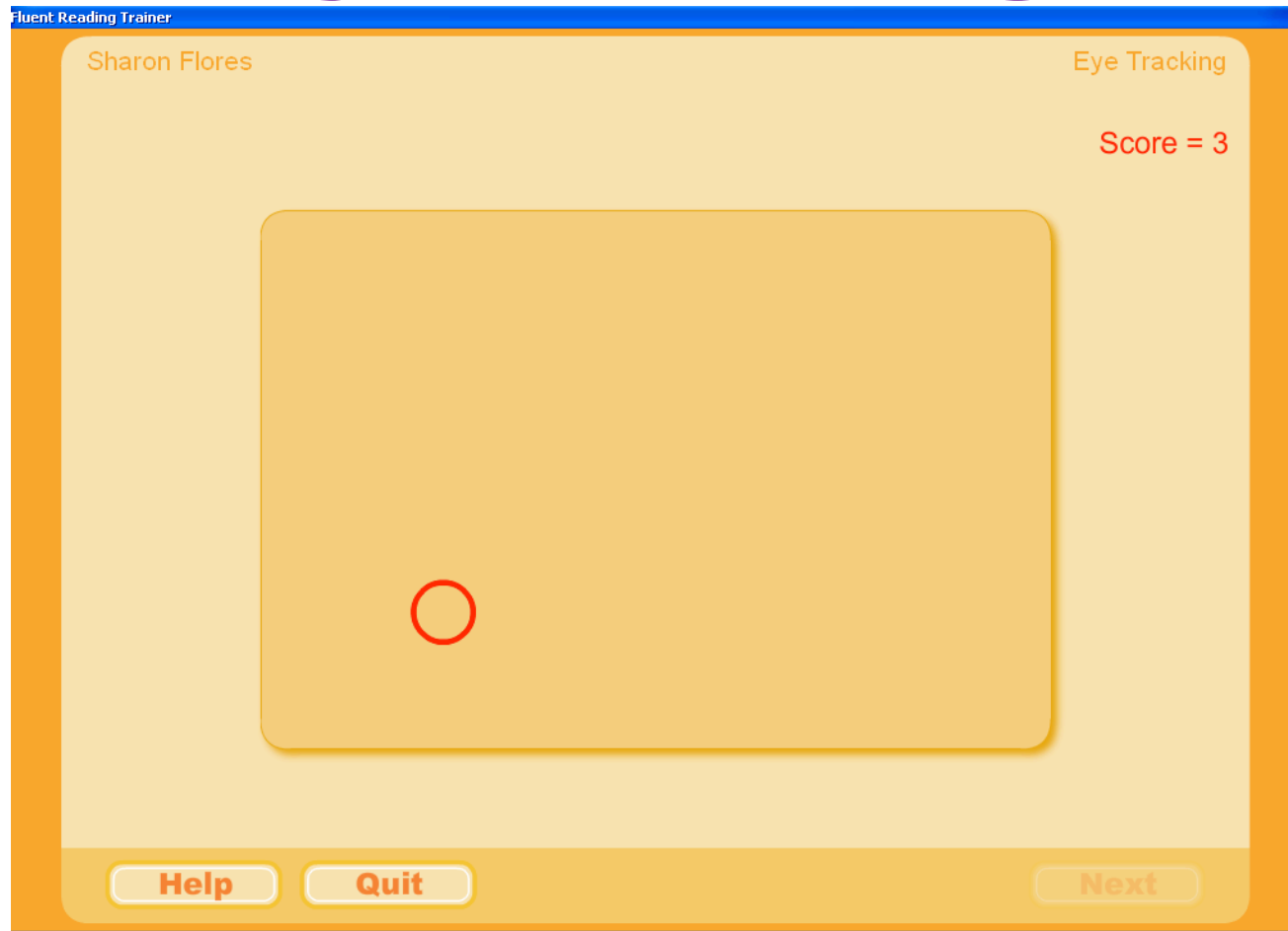
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Eye Tracking



Word Match

Fluent Reading Trainer

Demonstration Demo 00:06 Word Match Activity

walk pick much went

thank want

what work

wish here does

warm

with were wash

when

Repeat Word

Help Quit Back Next

Single Line

Fluent Reading Trainer

Demonstration Demo

Single Line Activity

ee Doc Tim. Doc Tim felt M

Multi-Line

Fluent Reading Trainer

Demonstration Demo

Multi-line Activity

the nest. Jen sits and
sits.

The egg gets a crack. The crack
gets big. A yellow chick is in the
egg. The chick pecks and pecks
in the egg.

Jen sees the chick in the egg.
The chick pops out of the egg.
Jen is glad.

What does the author mean when she writes, "Research has found that usually a grain of truth can be found in myths and legends."?

Legends originated from leprechauns.

Myths and legends are generally born from a fact.

Myths have absolutely no truth in them.

Myths and legends are completely untrue.

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FLRT *REPORTS*

FLRT REPORTS

Student Reports:

- Student Attendance Report
- Student Performance Report
- Student Error Report
- Student By Learning Resource Report


Class Reports:

- Class Performance Report

School Reports:

- School Report
- School Usage Report
- User Action Log

Student Summary Performance Report



Student Name: Sherman, Tisa
Class: Edge
School: Default School
Date of Report: 12-28-2006

Student Summary Performance Report

Single-Line Activity

Current WPM: 250
Current Grade Level: 9.0

Activity Completed	Passage Length (words)	Passage Title	Grade Level	Reading Speed	Comp. Score	Time Taken
12/22/2006	357	What's In It For You	8.0	288	80%	28 mins 33 secs
12/22/2006	745	Just Say No to Chickens	9.0	250	60%	51 mins 44 secs

Multi-Line Activity

Student Question Response Report

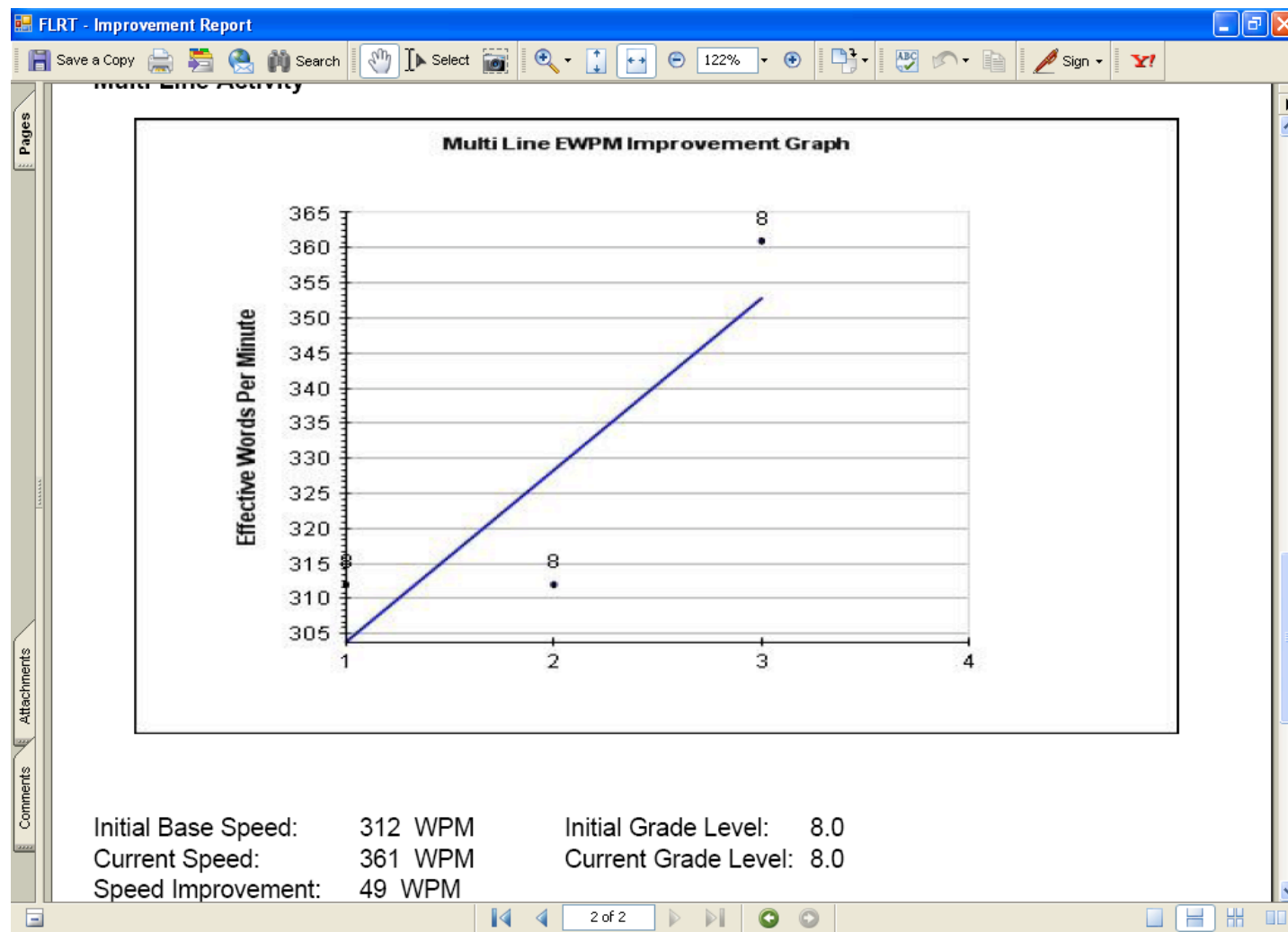
Description

This report is intended to show an evaluation of the student's response when asked different types of questions. The report shows a list of all question types asked since the last baseline.

Report

Question Type	#	% Correct
Reading for details	10	80%
Recalling Info and details	10	80%
Follow Sequence of Ideas	8	64%
Main Idea	8	50%
Making Inferences	2	50%
Predicting Outcome	5	40%
Drawing Conclusions	8	64%
Visualizing	7	40%
Comparing and Contrasting	3	40%
Recognizing Cause and Effect	0	N/A
Detecting Author's Purpose	2	40%
Recognizing Emotional Reactions	1	0%
Other	3	100%
Plot	1	100%
Real/Fantasy	2	100%
Setting	5	100%
Characters	2	100%
Fact and Opinion	5	50%
Mood	2	50%

Total = 33 Average = 66%





Student Name: Brown, Jim
Class: Grade 5
School: Sunrise Elementary
Date of Report: 06-03-2006

Student Progress Report

Description

This report shows a breakdown of the student's progress in Fluent Reading Trainer.

Report

1

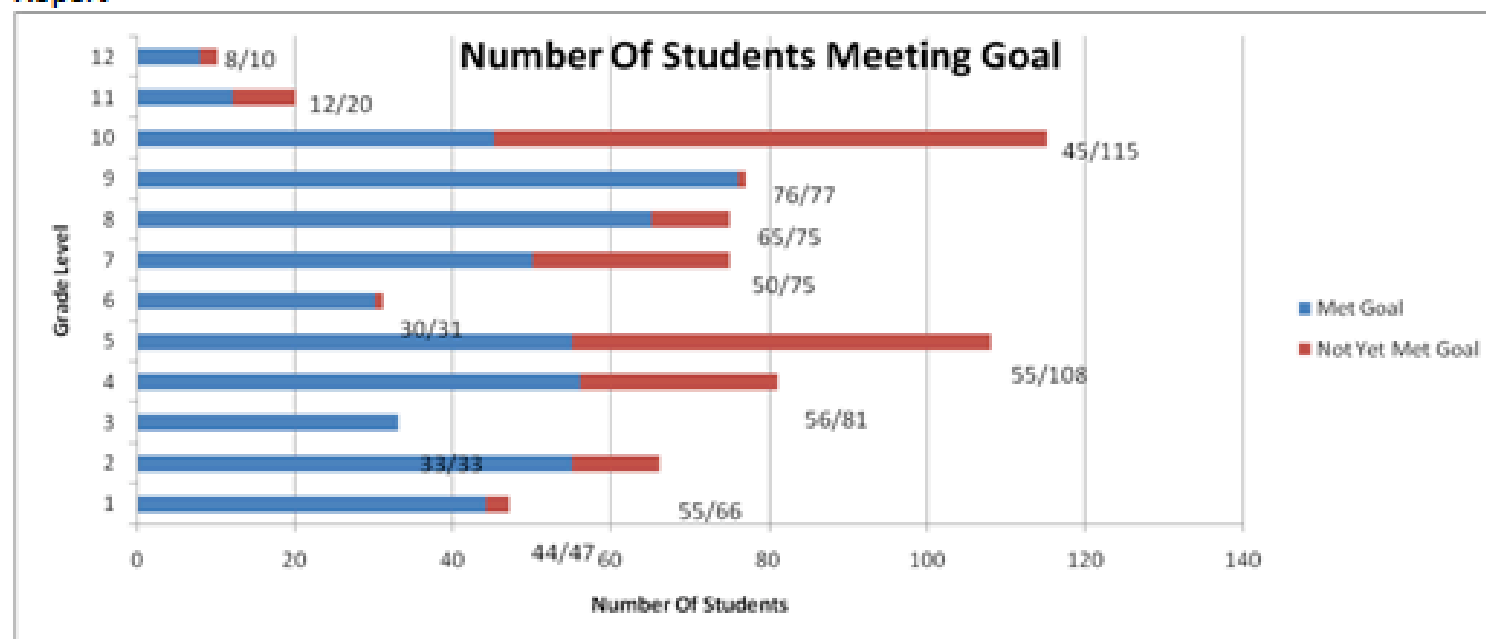
Activity Name	Current Speed / Grade	Goal Speed / Grade	Activity Started?	Activity Mastered?
PET Basic	180 shapes per min	180 shapes per min	Yes	Yes (on 4/5/07)
PET Intermediate	180 shapes per min	180 shapes per min	Yes	Yes (on 5/15/07)
PET Advanced	80 shapes per min	180 shapes per min	Yes	Yes (on 5/20/07)
PET Expert	Not started	180 numbers per min	Yes	No
Word Match Basic	N/A	N/A	Yes	No
Word Match Intermediate	N/A	N/A	No	No
Reading Activities	Not started	280 wpm / 4.0	No	No

School Goal Report

Description

This report shows a breakdown of the number of students in a grade who have completed the FLRT goal and the number who have not yet met the goal. The number at the end of the bar shows how many students have met the goal out of the total number of students at that grade.

Report



In Summary

When students use FLRT:

- ❖ School becomes Easier
- ❖ Reading becomes More Meaningful
- ❖ Vocabularies Explode
- ❖ Higher Education becomes Attractive
- ❖ Prevents Drop-Outs

RAPS + MRC + FLRT = Fluent Reader

This foolproof formula incorporates computer aided instruction that will transform struggling readers into fluent readers in a matter of months, not years.



In the world of NCLB, the utilization of the 3 Tier Model and the implementation of appropriate educational software programs provides high quality differentiated instruction and assists schools in meeting their RTI requirements.